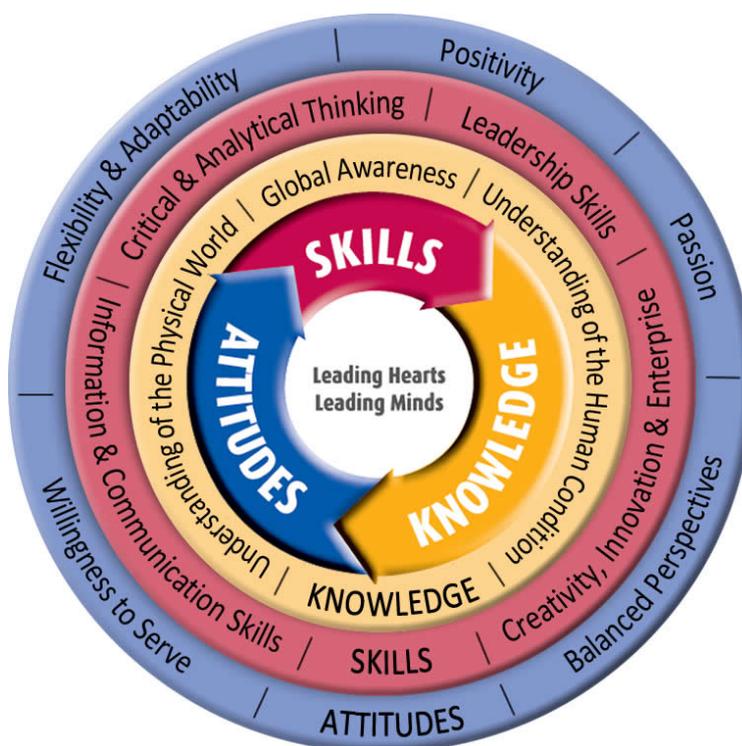## Assessing our Students' ASK Outcomes

At Xinmin, our specially designed curriculum seeks to ensure that our students have the **Attitudes**, **Skills** and **Knowledge** to thrive in a fast-changing world of the 21st Century, where globalisation, changing demographics and technological advancements are some of the key driving forces. These three domains are encapsulated in our ASK Curricular Framework:

To understand how well our students are moving towards these outcomes, it is useful for us to assess them in the three domains of **Attitudes**, **Skills** and **Knowledge**. In the **Knowledge** domain, students are assessed through their mastery of academic subjects. In terms of the **Attitudes**, these are dispositions and habits that are acquired or values that are caught. We integrate such habits and values into the students' daily learning activities, interactions and various experiences in school. They are assimilated over time and cannot be conveyed through lessons alone. As such, it is not realistic for us to make a summative assessment of our students' attitudes. We are however piloting a new form of assessment this year to assess our students in the **Skills** domain through various subject areas.

The various **Skills** are rated on a 4-point scale. They are published in the report book for our students' information only and are **not** counted toward their final examination grades in 2013.

Here is a summary of how we have scored the students in their acquisition of the various **Skills**:

- ***Critical and analytical thinking skills*** – Students are assessed by their Science and Mathematics teachers in their ability to exercise sound reasoning and decision-making, and manage complexities and ambiguities.

- ***Creativity, innovation and enterprise*** – Students are assessed by their Art and Design &Technology teachers in their ability to generate and integrate ideas, and evaluate and improve on the ideas.

- ***Information skills*** – Students are assessed by their Humanities teachers (Geography, History, Social Studies) in their ability to harness the power of technology to sieve through vast bodies of information, and extract and use those which are relevant and useful.

- ***Communication skills*** – Students are assessed by their English language and Mother Tongue Language teachers in their ability to communicate their ideas clearly and effectively, make sense of complex information, and connect ideas and concepts.

- ***Leadership skills*** – As it is difficult for teachers to make a fair and accurate assessment of the leadership skills of students who do not hold official leadership positions, students will take a self-assessed survey to gauge their own leadership ability. This leadership survey will cover 4 key areas – willingness to serve, effective communication, modelling excellence and self-leadership. We will pilot this survey on leadership skills in 2014.

The next few pages provide the detailed rating rubrics used by our teachers in scoring the students in the above skills (except leadership skills).

XIMIN SECONDARY SCHOOL ASK (Attitude, Skills, Knowledge) RUBRICS

Critical and Analytical Thinking Skills (CAT) in Mathematics and Science

Standard	Level 0	Level 1	Level 2	Level 3	Level 4	VR
Exercises sound reasoning in decision making	The student is developing towards Level 1.	The student is able to describe what he/ she has learnt from the lesson/ learning experience.	The student is able to explain his/her thoughts, attitudes, behaviours and actions throughout the lesson/ learning experience.	The student is able to explain his/her thoughts, attitudes, behaviours and actions throughout the lesson/ learning experience, and determine the change(s) needed for improvement.	The student is able to withhold judgment, take a step back to analyse his/her thoughts, attitudes, behaviours and actions throughout the lesson/ learning experience, and determine the change(s) needed for improvement.	No opportunity to observe.
Manages complexities and ambiguities	The student is developing towards Level 1.	The student is able to identify the expectations of a task[1].	The student is able to break down a task into its essential parts and/ or required roles.	The student is able to break down a task into its essential parts and/ or required roles and articulate the relationships among the parts and/ or roles.	The student is able to break down a complex[2] task into its essential parts and/or required roles, articulate the relationships among the parts and/or roles, and identify a course of action.	No opportunity to observe.

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[1] Task: E.g., Project, investigation.
[2] Complex task: An open-ended task (a task with multiple solutions and multiple ways to arrive at the solution(s)) with multiple parts and/or roles which are inter-connected/related.

Creativity, Innovation and Enterprise (CIE) in D&T

Standard	Level 0	Level 1	Level 2	Level 3	Level 4	VR
Demonstrates creativity, innovation and enterprise	The student is developing towards Level 1.	The student is able to generate ideas to respond to an issue/ challenge.	The student is able to respond to an issue/ challenge and think through each idea.	The student is able to generate ideas, think through each idea to explain/ evaluate the idea and its feasibility.	The student is able to generate ideas, think through the ideas to explain/ evaluate each idea and its feasibility and improve the idea(s).	No opportunity to observe.
		The student's work displays little evidence of the design process resulting in a similar existing solution.	The student's work displays sufficient evidence of the design process resulting in a plausible solution.	The student's work displays adequate evidence of the design process resulting in an effective solution.	The student's work displays clear and adequate evidence of the design process resulting in a new and effective solution.	

Creativity, Innovation and Enterprise (CIE) in Art

Standard	Level 0	Level 1	Level 2	Level 3	Level 4	VR
Develops original ideas through research	The student is developing towards Level 1.	The student makes little attempt to explore the themes/ task, and gathers little information.	The student studies the themes/ task from limited perspectives, and gathers information of little relevance.	The student studies the themes/ task from different perspectives, and gathers relevant information from first-hand observation and other sources.	The student makes an original interpretation of the themes/ task from different perspectives, and demonstrates close observation in the gathering of highly relevant and detailed information from first-hand observation and other sources.	No opportunity to observe.
		The student refers to artworks/ artists' processes that are not connected to the themes/ task, makes little attempt to develop ideas. The student's work lack personal response.	The student refers to artworks/ artists' processes that are of little relevance, makes some attempt to develop ideas through the observation of information gathered. The student's work demonstrates little personal response.	The student refers to relevant artworks/ artists' processes, develops ideas through the interpretation of information and ideas gathered. The student's work demonstrates adequate personal response.	The student integrates learning from relevant artworks/ artists' processes, develops original ideas through a coherent interpretation and analysis of information gathered. The student's work clearly demonstrates personal response.	

Uses media and material competently	The student is developing towards Level 1.	The student demonstrates very elementary knowledge of the use of only 1 technique/ media/ material.	The student demonstrates a limited understanding and use of at least 2 techniques/ media/ materials.	The student demonstrates adequate understanding and exploration of at least 2 techniques/ media/ materials.	The student demonstrates competent use of a range of techniques/ media/ materials.	No opportunity to observe.
Integrates art elements and design principles	The student is developing towards Level 1.	The student creates images with little or no understanding of art element and design principles.	The student uses art elements and design principles with little consideration for artistic intent.	The student uses at least 2 art elements and demonstrates at least 2 design principles appropriately according to artistic intent.	The student integrates at least 3 art elements and clearly demonstrates at least 3 design principles effectively according to artistic intent.	No opportunity to observe.

Information and Communication Skills (ICS) in Humanities

Standard	Level 0	Level 1	Level 2	Level 3	Level 4	VR
Use information	The student is developing towards Level 1.	The student is able to use information gathered from at least 2 sources of information media[3] to complete the task.	The student is able to use information gathered from at least 2 sources of information media in a manner that reflects the relevance of the information.	The student is able to use relevant information gathered from at least 2 sources of information media and analyse it in a systematic manner.	The student is able to integrate relevant information gathered from at least 2 sources of information media in a manner that is coherent and logical.	No opportunity to observe.
Locates information	The student is developing towards Level 1.	The student is able to locate information from specified Internet sources with given URLS or hyperlinks.	The student is able to locate information on the Internet using simple key words.	The student is able to locate information on the Internet using advanced search techniques[4] with teacher guidance.	The student is able to locate information on the Internet using advanced search techniques.	No opportunity to observe.
Uses ICT tools to manage information	The student is developing towards Level 1.	The student is able to use appropriate ICT tools to gather and record information.	The student is able to use appropriate ICT tools to gather, record and organise information.	The student is able to use appropriate ICT tools to gather, record, organise and analyse information.	The student is able to use appropriate ICT tools to gather, record, organise, analyse and evaluate information with teacher guidance.	No opportunity to observe.

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[3] Information media: E.g. books, journals, magazines, newspapers, photos, music, websites, interviews etc.
[4] Advanced search techniques: E.g. boolean searches, alternative keywords, field searching (such as keywords, subjects, author) etc.

Information and Communication Skills (ICS) in English and Mother Tongue

Standard	Level 0	Level 1	Level 2	Level 3	Level 4	VR
Connects and explains ideas	The student is developing towards Level 1.	The student is able to convey information and ideas using appropriate words.	The student is able to explain information and ideas using appropriate words, terms and formats[5] in a given subject matter[6].	The student is able to connect information and ideas, and explain using appropriate words, terms and formats in a given subject matter.	The student is able to connect complex information, ideas, and concepts, and explain using appropriate words, terms and formats in a given subject matter.	No opportunity to observe.
Communicates effectively	The student is developing towards Level 1.	The student is able to identify the purpose(s) and audience when communicating.	The student is able to identify the purpose(s) and audience when communicating and adapt the content of his /her speech and presentation accordingly.	The student is able to identify the purpose(s) and audience when communicating, and adapt his /her content and style of delivery to achieve specific purposes.	The student is able to identify the purpose(s) and audience when communicating, and adapt his /her content and style of delivery to persuade and convince for specific purposes and contexts.	No opportunity to observe.

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[5] Formats: E.g., written formats, diagrams, graphs, tables, etc.
[6] Subject matter refers to academic subjects and CCAs.